

# TEACHING DEGREES OF COMPARISON TO GRADE VIII STUDENTS AT SMP NEGERI 2 LABUAN THROUGH SIMPLE COMPLETION

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## Abstrak

Penelitian ini bertujuan untuk mengembangkan kemampuan siswa kelas VIII di SMP Negeri 2 Labuan dalam menggunakan tingkat perbandingan. Penelitian Tindakan Kelas ini dilakukan pada siswa kelas VIII B yang berjumlah 30 orang. Penelitian ini dilakukan dalam dua siklus dimana setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Data-data penelitian ini diperoleh dari proses pengajaran, observasi, catatan lapangan dan hasil tes. Temuan dari hasil penelitian menunjukkan bahwa tehnik kompilasi sederhana efektif dalam mengembangkan kemampuan siswa dalam menggunakan kalimat tingkat perbandingan. Pada siklus 1, hanya 43% dari jumlah siswa (13 siswa) yang berhasil atau memenuhi skor standar diatas 70, dan 57% dari mereka (17 siswa) gagal atau tidak mencapai kriteria ketuntasan. Kriteria ketuntasan ialah 75% dari keseluruhan jumlah siswa harus memiliki skor diatas 70. Di siklus 2, terjadi peningkatan yang signifikan. Siswa yang mencapai skor standar meningkat dari 43% ke 84.67% (26 siswa). Siswa yang mendapat skor kurang dari 70 menurun dari 57% menjadi 15.33% (4 siswa). Penelitian ini berakhir di siklus 2 karena hasil penelitian mengindikasikan bahawa kriteria ketuntasan, 75% siswa mendapat nilai diatas 70 telah tercapai.

**Kata Kunci:** Kata Sifat, Penelitian Tindakan Kelas, Tingkat Perbandingan, Tehnik Kompilasi Sederhana.

Language is a very crucial for human beings. People use it for expressing their ideas, opinions, and thoughts as well as using it to communicate with others. English, which is widely used by people throughout the world, become a language for a wider communication. Therefore, English is very important to be mastered because it can lead people to extend their relationship with other people all over countries.

There are four language skills in English. They are speaking and writing as productive skills; reading and listening as receptive skills. Those skills are supported by the three language components. They are vocabulary, pronunciation and grammar/structure. When someone is producing a language, language skills and language components, they must be integrated to convey and to get message across. So, it is important for students to master both skills

and components of English in order to help them move to the higher level of English.

Grammar is one of language component that should be known by the students or people who want to learn English. One of the grammatical components is degrees of comparison. They are ways to compare two or more objects by finding out the differences of the objects being compared. They consist of three types; they are positive, comparative, and superlative. Degrees of comparison are important for the students because when they compare one thing with another, they need to use the correct form of degrees of comparison. In fact almost all students got difficulties when they used the correct form of degrees of comparison. For example, one student produced a sentence like this *\*My bag is big than yours*. This sentence is not an appropriate pattern of degrees of comparison. It should be "My bag is bigger than yours".

Inappropriate use of the degrees of comparison was also produced by eighth grade students of SMP Negeri 2 Labuan. When the researcher taught them the materials of the degrees of comparison, most of them were not able to produce correct degrees of comparison form although the researcher already explained the rules.

The researcher focused this study on teaching degrees of comparison. The researcher conducted the research involving grade VIII B students of SMP Negeri 2 Labuan. The researcher chose these students because he is the school English teacher. He found almost all his students in this grade still misplaced and misuse the degrees of comparison. In fact, the degrees of comparison itself have already been taught to them. In school syllabus, the material about degrees of comparison are inserted in the text and taught integrated with other language components, such as writing, reading, and speaking.

At that time, the researcher found a problem that faced by his students. The students got difficulties in using correct pattern of degrees of comparison in both speaking and writing. They were still confused although the pattern was already taught. The researcher aims to strengthen the students' understanding about the degrees of comparison by teaching them through simple completion technique.

In relation to the previous problem, the researcher used a different technique in teaching such comparison. He decided to use simple completion technique especially the inflection form. This technique was applied after the researcher explains the formation and the rules of degrees of comparison in each meeting. The researcher elaborated and integrated the material about degrees of comparison with text and dialogue. The researcher had chosen this technique because of several reasons. First, it is one of the techniques designed to measure someone's ability in grammatical component. Second, it

is easy for the students to focus on the changing of the comparison form and third, it is easy to prepare and score. Having encountered the problem, the researcher formulated the following research question: *How effective is the teaching of degrees of comparison to the grade VIII students of SMP Negeri 2 Labuan through simple completion technique?*. The research aims at finding out the effectiveness of simple completion technique in teaching of degrees of comparison to grade VIII students of SMP Negeri 2 Labuan.

## **METHOD**

### **Research Designed**

CAR (Classroom Action Research) was applied in this research. The researcher employed quantitative and qualitative method in analyzing the data. The researcher collaborated with one of the school English teacher of SMP Negeri 2 Labuan. Both researcher and his collaborator were involved actively from the beginning to the end of these research activities. In this design, he acted as a model in teaching Degrees of comparisons to the students. Meanwhile, his collaborator acted as an observer who observed the teacher and students' activities when the teaching and learning took place.

### **Setting and Time of the Research**

The research took place at SMP Negeri 2 Labuan. This school has nine parallel classes. The researcher did not take all of the other parallel classes as his subjects of research. The subjects of this research were the grade VIII B students of the first semester 2014/2015.

### **Steps of the Study**

In conducting classroom action research, there were some steps needed to be planned and prepared beforehand. First of all, the researcher identified and developed a framework as a guide. He needed to design and to develop instructional materials and teaching aids; he had a good planning and

scheduling; and he must had a collaborator to help him observe the process of action in the classroom.

### **Planning**

In this research, the researcher planned and worked together with his collaborator in accomplishing the following set of activities: (a) preparing teaching technique to be used in the teaching and learning process, (b) designing lesson plan that used as the researcher guide in teaching learning process (c) making instrument of the research which suitable with the material, and (d) setting the criteria of success.

### **Implementation**

After designing the plan, implementation was started. The implementation meant the realization of the planning phase. In this implementation, the researcher and his collaborator designed the date and time based on the schedule of planning. Teaching degrees of comparison through simple completion was the core activity in this stage and certainly, with the endorsement of teaching instrument such as lesson plan, instructional materials and teaching aids. This was the researcher intention to find out how the use of simple completion affected students' behavior and attitude in learning degrees of comparison.

### **Observation**

The observation was also conducted at the same time when an action was taking place. The researcher recorded all of the noticeable events and behavior during the process of teaching and learning. Observation was a key part of the process in conducting classroom action research. It is intended to record any difficulties as evidence to have feedback and reflection for the improvement of the action, which have been done. With that idea, observation needed a collaborator and observation instrument to record all activities happening during the action.

### **Reflection**

Reflection was done in order to see the effect of action whether or not it was effective

toward the social situations in the classroom. The goal was to reflect the plan of action and evaluated whether the cycle needed to be continued or not. In this matter, the result of data analysis was checked with the predetermined criteria of success in order to draw a conclusion. If the result of the analysis had matched the criteria for success, the action finished. On the contrast, if the result of the analysis had not agreed with the criteria, the researcher planned another cycle by revising the plan. In this research, the reflection on the teaching and learning process can be obtained through the observation during the process of teaching and learning, interview, questionnaire, test, and field notes.

### **Procedure of Data Collection**

In a research, the data that presented must an accurate data. In getting the accurate data to support the success of this research, the researcher applied several technique of data collection through some instruments: observation sheet, questionnaire, test, and employed field notes. These instruments were given to get the accurate data that can be support the success of the research.

### **Technique of Data Analysis**

Technique of data analysis is the way how to collect the data. In this research, the data was collected during the implementation of planning. The data collected by the researcher and also his collaborator from the observation sheet, achievement test and field notes. The data was analyzed qualitatively and quantitatively.

### **Criteria of Success**

In this action research, the criterion of success is at least 75% of the students should get score more than 70. This criterion was used as the standard to assess the action and determine whether the research success or not. Therefore, all of the data about the teaching degrees of comparison through simple completion were qualitatively analyzed.

## FINDINGS AND DISCUSSIONS

### Cycle 1

#### Planning

The researcher and the collaborator teacher discussed and prepared all things before beginning the learning process. They discussed which things were needed during the teaching and learning process. The first thing to do was preparing the lesson plan. The next plan was setting the teaching procedures. The steps of teaching were planned based on the procedures of simple completion. Before implementing the process, the researcher also prepared other things, he was designing instructional material and evaluation based on the teaching objectives. The researcher could not teach the degrees of comparison at once. He divided the explanation of degrees of comparison into four meeting. The last thing was to prepare the criteria of success which aimed to see whether the students' mastery in using degrees of comparison reached the criteria or not.

#### Implementation

The implementation was done after planning. The researcher and the collaborator worked together during the implementation process. He conducted the research from 2<sup>nd</sup> September 2014 until 11<sup>th</sup> September 2014. He conducted the teaching activities under his collaborator's help, to take some notes what the researcher and the students did during the process in order to help him analyze the data later. The researcher implemented simple completion through these steps:

1. The researcher explained the material (text or dialogue) which was contained with sentence(s) about one kind of degrees of comparison.
2. To make clear his explanation, he took several real objects, and then asked the students to describe the objects.
3. The researcher wrote down the students' description about the objects and underlined the adjectives.

4. The researcher picked up several real objects where each object has different characteristic.
5. The researcher explained the degrees of comparison about its function, form, and the changing pattern of each form.
6. The researcher explained the use of degrees of comparison in sentence by using simple completion.
7. The researcher continued applying simple completion through the students' exercise.
8. The students did the exercise.
9. The teacher and the students checked and discussed the answer together.
10. The teacher concluded the material.
11. The teacher gave evaluation to the students.

#### Test

The test in the cycle 1 was consisted of 35 numbers. In the first part of the test, the researcher asked the students to choose the best answer of multiple choice. It consisted of 10 numbers of questions. The second task was the simple completion test. They had to fill the blank sentences by using correct form of degrees of comparison. This second test divided more into three parts. The first part was about equative degree, consisted of five numbers questions. The second part was about the comparative degree, consisted of ten numbers. The last part was about the superlative degree, it also consisted of ten numbers question.

#### The Result of Test in Cycle 1

The criteria of success demanded that 75 percent of the students must achieve score  $\geq 70.00$ . However, the result of percentage made by the students did not reach the standard. The percentage of success was 43.33 percent or only 13 of 30 students fulfilled the standard. The data indicate that most of the students found it difficult to change the positive adjective with one and two syllables which ends with *-y* and the positive adjective with one syllable that should be doubled the end letter in form of comparative. The result of the test showed

that most of the students could not use the correct form of comparative adjective.

Different from the use of comparative adjective with one and two syllables, comparative adjective with more than two syllables and superlative adjective were easier to understand by the students. Only few of them got problems in using that kind of comparison. It occurred to the students that did not pay attention to the teacher's instruction in doing the test. Having unqualified result in this cycle, the researcher conducted the second cycle.

### **Reflection**

The results of the analysis of the test led the researcher and his collaborator to a conclusion that teaching degrees of comparison by using simple completion technique in cycle 1 did not yet meet the criteria of success. This could be seen from the fact that the number of students who got individual achievement at least 70 or greater did not reach 75 percent. There were only 13 students successful in doing the test of degrees of comparison in the first cycle.

The students could not do the test well because some of them did not pay attention to the teacher explanation during the teaching learning process. Furthermore, the restrictiveness of time also influenced the teaching learning process so that the teacher could not be maximal in giving the exercises to the students. The students did not have enough time to practice more. These matters influenced the result of the test. Based on the research finding in cycle 1, most of the student's result from the individual test did not reach the criterion of success so that's the researcher decide that should be continued to cycle 2.

### **Cycle 2**

This action research was continued to the Cycle 2 because the result of the test in Cycle 1 did not reach the criteria of success. The implementation of this cycle bit different with the previous cycle. The difference was on the focus material, steps of teaching and

the test form. The presentation of the data in the cycle 2 was organized on the basis of four steps in Classroom Action Research; planning of action, implementation, observation and reflection.

### **Planning**

The plan of action in cycle 2 was constructed on the basis of the result of the reflection in cycle 1. The researcher and the collaborator designed the plan and did what they had planned during the teaching learning process. Lesson plan was the first thing to be prepared by the researcher. The next plan was the procedure of teaching that use simple completion. Also other activities were done to support the teaching learning process.

The researcher also prepared the instructional material and the evaluation test before teaching learning process. In this cycle, researcher focused on the teaching of comparative degree which consisted of one and two syllables especially the adjective word that end with *-y* letter. The teacher explained the rules of comparative degree in the detail and provided more examples. The teacher pointed the students one by one to change the form of adjective into comparative orally. After that, he continued with the explanation of how to use the comparative degree in sentence. He gave the example by using the real and the nearest object from the class environment. Then he gave chance to the students to create their own sentences of comparative degree. This cycle consisted only in two meetings. The researcher gave the material in the first meeting and the test would be done at the second meeting. The test determined the student's achievement in learning the comparative degree. Furthermore, the researcher still used the kinds of instruments; observation, field note, and achievement test.

### **Implementation**

The researcher still employed the instrument research as in the previous cycle in implementing the action plan of cycle 2. Observation check-list was employed to gain

data from students' performance and students' classroom participation. Field notes were employed to obtain data related to teacher and students activities during learning process. The teaching and learning process was conducted in one meeting only that was conducted on Thursday, 18<sup>th</sup> September, 2014 at 10:50 A.M, while the evaluation was conducted on second meeting. It was on Tuesday, 23<sup>th</sup> September, 2014.

In doing the test, the researcher no needed many times to explain the way in doing the test as in the cycle 1. He gave much time to the students to do the tests. He asked the students to pay attention to the test and be careful in doing the test. In this evaluation, he evaluated the student's mastery in using comparative degree of words one and two syllables. The form of evaluation was different from the previous test. The number of items in the test was 30. There were three parts in the test. First, the students had to choose the best answer in form of multiple choice. After that, they filled the blank sentences by using the correct form of comparative adjective. For the last part of the test the students were asked to change the form of positive adjective into comparative and superlative form.

Before doing the test, the researcher gave the instructions to the students. It was about 10 minutes to explain for each test. Besides that, the researcher gave more time to do the test. It was about 60 minutes so that the students' could concentrate in doing the test. Most of the students finished the test as the time given while other students took more than 60 minutes. After doing the test, the researcher and the students discussed the test together. Most of the students were happy because they were successful in doing the test.

### **Test**

The form of evaluation was different from the previous test. The number of items in the test was 30. There were three parts in the test. First, the students had to choose the

best answer in form of multiple choices. After that, they filled the blank sentences by using the correct form of comparative adjective. For the last part of the test the students were asked to change the form of positive adjective into comparative and superlative form.

### **The Result of the Test**

The result of successful percentage made by the students achieved the standard. The percentage of success was 84.67% or 26 of 30 students fulfilled the standard score. The result of cycle 2 showed that the students had different enthusiasm in learning. There were some students who showed their active participation in the classroom activities. In the first meeting, the fact led the researcher to have noted that two students were in the low category where 10 students were in middle and the rest of students were in the high category. Having qualified result, the researcher stopped the research in this cycle.

### **Reflecting**

In this reflection, both researcher and collaborator did reflection by analyzing and validating the data from all of the activities during the teaching and learning process, in order to know whether the cycle continued or stopped.

The findings of meeting in cycle 2 revealed that many students had progress in the classroom activities, especially in learning comparative degree. The results of the achievement test in the cycle 2 showed that there were only four students who could not reach the target score or 16.33% of student number and 26 students or 84.67% from the total student number were achieved the target score. They got score more than 70. It meant that they meet the criteria of success (at least 75% of the students got score more than 70). Since the result of cycle 2 had reached the criteria of success, the researcher stopped his research in this cycle. The result of this research showed that Simple Completion was effective to be applied in teaching English, especially in teaching Degrees of comparison.

## CONCLUSION AND SUGGESTION

### Conclusion

The students' ability in using the degrees of comparison has improved. This improvement can be looked from their progress in learning through simple completion technique. From the result of the test, there was a significant difference between the result of students' achievement test in cycle 1 and in cycle 2. The result in cycle 2 was higher than result in cycle 1. In cycle 1, only 43% of the students achieved the target score, while in cycle 2 84.67% of them achieved the target score. From the observation and field note, the progress and successfulness of the students in learning degrees of comparison through simple completion are also supported by the students' attention, motivation, and a chance that given by the teacher for the students to practice as much as they can. Thus, in short, simple completion can be applied to improve students' ability in grammar especially in area of degrees of comparison.

### Suggestion

To enrich the students' ability in English especially in grammar, the students should read more the grammar books. In fact, it is hard for the students to find the book that explaining the grammar exclusively. So, it is better if the school provide the many grammar books to support the students' book. For the teacher, it is better if they try and applied more techniques to teach grammar to their students. One way to get idea and create new variety of techniques they could make a group discussion where the members are all of English teacher in that school. In that group, they could share idea, discuss and solve their problems in teaching together.

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